

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☐ Elementary ☒ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☒ Magnet ☐ Choice

Name of Principal: Ms. Phyllis Crawford

Official School Name: Sherwood Middle Academic Magnet School

School Mailing Address:
1020 Malbrook Drive
Baton Rouge, LA 70815-5313

County: East Baton Rouge State School Code Number*: 009057

Telephone: (225) 272-3090 Fax: (225) 273-9459

Web site/URL: http://sherwood.ebrschools.org E-mail: pcrawford@ebrschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Charlotte Placide

District Name: East Baton Rouge Parish Tel: (225) 922-5400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Jerry Arbour

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 52 | Elementary schools |
| 14 | Middle schools |
| 0 | Junior high schools |
| 17 | High schools |
| 3 | Other |
| 86 | TOTAL |

2. District Per Pupil Expenditure: 9183

Average State Per Pupil Expenditure: 8829

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 11 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	94	142	236
K			0	8	89	116	205
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	123	173	296				
TOTAL STUDENTS IN THE APPLYING SCHOOL							737

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 9 % Asian
 _____ 58 % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 30 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	55
(3)	Total of all transferred students [sum of rows (1) and (2)].	62
(4)	Total number of students in the school as of October 1.	750
(5)	Total transferred students in row (3) divided by total students in row (4).	0.083
(6)	Amount in row (5) multiplied by 100.	8.267

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 18

Number of languages represented: 4

Specify languages:

Arabic, Chinese, Vietnamese, Farsi

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 374

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>62</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	93%	94%
Daily teacher attendance	97%	97%	97%	95%	95%
Teacher turnover rate	11%	9%	10%	4%	8%
Student dropout rate	1%	1%	1%	3%	3%

Please provide all explanations below.

In the school years 2003-2004 and 2004-2005, our student body consisted of 900, many of whom were overage and at risk. Their attendance was not consistent.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Sherwood Middle Academic Magnet school is a dedicated academic magnet located in Baton Rouge, Louisiana. Our 737 students are drawn from 34 of the district's 45 elementary schools, representing a variety of cultures, ethnicities, and socio-economic backgrounds. Strong academic performance, proven student success, a dedicated faculty, and supportive administrators have made our school the highest performing public middle school in the district for the last three years.

Sherwood Middle Academic Magnet School has met and exceeded our state mandated growth targets for the last three years. The most recent accountability scores for all Louisiana schools rank Sherwood Middle Academic Magnet as the third highest performing middle school in the state.

The mission of Sherwood Middle Academic Magnet is that all students will achieve and succeed. We feel that it is not only our job to provide a rigorously challenging academic curriculum to prepare our students for higher learning opportunities, but also to encourage our students to become productive citizens of a global community.

Character building is an important focus of Sherwood Middle Academic Magnet. We reward good citizenship by giving students free nachos on Fridays. Good deeds might include helping a fellow student, being a positive role model in the classroom, or finding and returning money.

Sherwood Middle Academic Magnet School prides itself on the wide range of extracurricular activities offered to our students. One unique feature of our school is the Enrichment Group Program. All students are required to select from over 30 groups to join. Community volunteers and business partners work with these groups to involve our students in community service projects and activities. Art, Chemistry, Chess, Cooking, Drama, Spelling Bee, and Young Astronauts are just a few of our enrichment groups. The Best Buddies Club has received national recognition for the work of our eighth grade students with our community-based class. By promoting and encouraging relationships, our middle school students are eliminating the barriers that often separate those with and without disabilities. Our Ambassador Program is comprised of fifteen students who serve as peer leaders and liaisons for the school. The Ambassadors provide campus tours, assist at school events, and participate in service learning projects. As tomorrow's leaders, these students leave a positive first and lasting impression on other students, parents, visitors, and the community.

A key element of our school's continued success is the ongoing involvement of our Parent Teacher Organization and community partners. In 2007-2008, our parents and community volunteers logged more than 3,212 hours making our school a better place to work and learn. Parents and community volunteers co-planned, supported and participated in school fundraisers, open house, sporting events, and student performances. They provided guest speakers, organized a jambalaya fundraiser for 8th grade career day, and ran the school's concession stand which provided funding for additional instructional materials. Volunteers helped beautify the campus by donating a new sign and landscaping which gave our school a more welcoming feel. Last spring one of our parent volunteers won the school district's Volunteers in Public Schools "Golden Apple Award" for service and dedication to our school. Parents also raised money to supplement the cost of five teachers pursuing National Board Certification.

At Sherwood Middle Academic Magnet School, all children are encouraged to achieve and succeed. We value our diversity and strive to create an environment where no accomplishment is too small and no dream too big. A nurturing, dedicated faculty, an administration that provides opportunities for teachers to grow, an involved parent base, and a concerned community contribute to the success of our school.

At Sherwood Middle Academic Magnet School, Excellence IS the Standard!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Sherwood Middle Academic Magnet School's eighth grade students take the Louisiana Educational Assessment Program for the 21st Century (LEAP) test each spring. The LEAP is Louisiana's Criterion Referenced Test for eighth graders. This test measures how well a student has mastered the state content standards. The LEAP requires students to exhibit sufficient knowledge and skills to be eligible for ninth grade. A student's performance on the LEAP test is given one of the following five achievement ratings: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory.

In Louisiana, students meet state standards and are considered Proficient when they score at the Basic, Mastery or Advanced levels. Students are tested in four core subject areas: English/Language Arts, Mathematics, Science, and Social Studies. Currently, students must score Basic or above on either the English/Language Arts or the Mathematics test or Approaching Basic or above on the other test in order to be promoted to grade 9.

Beginning in spring 2006, the iLEAP tests were administered to Louisiana public school students in grades 3, 5, 6, 7, and 9. The iLEAP test was constructed using test items from two sources: items from the Iowa Test of Basic Skills and new items specifically developed to measure certain content standards and grade-level expectations (GLEs). The iLEAP integrates the core battery of the NRT Iowa Test of Basic Skills and a CRT component which links it to our state curriculum and content standards. It gives results of Reading, Language, and Math in NRT form and CRT student performance levels for all content areas as in the LEAP test. Students are not retained in grades 3, 5, 6, 7, and 9 if the standard is not met.

Each public school in Louisiana receives a yearly School Performance Score. Middle school scores are based upon the following: 90% iLEAP/LEAP test scores, 5% attendance rate, and 5% drop-out rate. More information about state assessment can be found at www.louisianaschools.net.

Our school performance score for the 2007-2008 school year was 121, which qualified us as a four star school. Sherwood Middle Magnet ranks third when compared with other middle schools in the state.

Eighth grade students at Sherwood Middle Academic Magnet School have consistently performed well on the LEAP test. For the last three years, the percentage of eighth grade students achieving at the Proficient level in English/ Language Arts has been in the range of 93%-98%; math scores have shown overall improvement from 87% to 93%. In 2007-2008 our school had its highest percentage of eighth grade students exceeding state standards in the area of Mathematics with 93% scoring at the Basic level or above.

In 2007, with regard to subgroups listed on the tables below, 85% of economically disadvantaged (free/reduced lunch) eighth graders scored at the Basic level or above on the mathematics area of the LEAP test. In comparison, in 2008, 87% scored Proficient on the mathematics area of the LEAP. In 2007, 81% of black eighth grade students scored at the Basic level or higher compared with 87% of black eighth grade students in 2008. In 2007 93% of white eighth grade students scored Basic or above on the mathematics area of the LEAP compared to 99% of white eighth grade students in 2008.

On the 2008 iLEAP, 92% of our sixth grade students and 94% of our seventh grade students scored at or above the Basic level in English/Language Arts. In the Mathematics area of the iLEAP for 2008, 93% of sixth grade students and 99% of seventh grade students scored Basic or above.

2. Using Assessment Results:

Our school effectively uses all test data when creating the master schedule and writing the School Improvement Plan. Our course class offerings are determined by using students' test results to determine their needs. This applies to advanced students and those who may need extra assistance. Because of the high percentage of students at Sherwood Middle Academic Magnet School who have met state standards by scoring Basic or above in English/Language Arts and Mathematics for the past three years, the school is focusing on strategies to help more students score at the Mastery and Advanced levels in these two areas. Some of these strategies are one-on-one tutoring, small group tutoring, "Book Guild" and "LEAPing to Excellence." Those students scoring below Proficient level are also offered strategies to help them improve their scores. These students are enrolled in READ 180, an extra math elective, small group tutoring before school, and "Study Skills" support groups. Sixth graders are required to take a one semester course of Study Skills if they are not enrolled in a year-long elective. Other interventions used at our school to encourage academic achievement are quarterly Honor Roll Breakfast of Champions, Straight A Celebrations, and B.U.G. (Bringing Up Grades) incentives. As a culmination of our students' achievements for the year, counselors plan and conduct awards programs for each grade. The entire school celebrates the accomplishments of our students.

3. Communicating Assessment Results:

At the beginning of the school year, counselors provide sessions with teachers to interpret test scores. Teachers look up their individual students' scores to identify strengths/weaknesses and use this information for classroom instruction. In the spring, test scores are sent home to parents with an explanation of the scoring provided by the Louisiana State Department of Education. Parents are encouraged to contact counselors with any additional questions. In the entrance hall of our school, a data board is updated yearly with the percentage of students passing on the LEAP test. In January, prior to the test, parents and students are offered a workshop explaining the achievement levels, the format, and the state requirements for passing. Students who score Advanced are recognized at our end of the year awards programs. Also, seventh grade students who qualify for the Duke Talent Identification Program based on their standardized test scores are recognized with a full page ad in the local newspaper. Our school also participates in the Presidential Award of Excellence Program recognizing eighth graders who qualify each year based on their standardized test scores. To reward student attendance during testing, a school-wide picnic is held for all students who had perfect attendance during testing week. Our school newsletter interprets our school scores to parents and community stakeholders. Our school report card, which is published by the Louisiana Department of Education, is sent home to parents and made available to the community.

4. Sharing Success:

The teachers at Sherwood Middle Academic Magnet share classroom successes with many segments of the educational community. Our school has an ongoing relationship with the Louisiana State University (LSU) College of Education through the placement of interns and student teachers. Our faculty members serve as role models for best practices for these aspiring educators. Two of our faculty members share teaching strategies and techniques with other parish teachers having 0 to 3 years experience at the New Teacher Institute held every summer at our school. Our teachers share their unique strategies through presentations at state, district, and national conferences, including the 2008 National Middle School Association, the 2008 National Career Pathways, and the 2008 Magnet Schools of America. Eight members of the faculty have been invited to present at upcoming national conventions in 2009. Our teachers and administrators have revitalized the LSU chapter of Phi Delta Kappa, where we offer guidance to other educators.

We showcase our school at these levels because of the caliber of our faculty. 54% of our faculty possesses advanced degrees and several are currently enrolled in graduate level programs. Three teachers have achieved National Board Certification and three are currently pursuing this designation. In the last four years our teachers have been recognized with many awards and honors. Our band director was selected by the Baton Rouge Symphony Association as Outstanding Music Teacher. One of our teachers was honored as Wal Mart Teacher of the Year.

Sherwood Middle Academic Magnet implemented an innovative positive behavior program focusing on preventing minor classroom infractions. We are a RAD school—our students are Respectful, Accountable, Dedicated. The success of this program is evident with a 55% decrease in minor behavior incidents since last year. Our school has been recognized as a model for other schools implementing this program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The advanced curriculum of Sherwood Middle Academic Magnet School is aligned with state and local standards. Sherwood instructs all classes at a more rigorous level than the traditional middle school curriculum in the state. Instructional strategies offer creative opportunities for students. Cooperative grouping, individual research projects, the use of wireless laptops, extensive student use of other technology, portfolio assessment, and student conferences are strategies that can be seen daily at Sherwood Middle Academic Magnet School. All classes reflect rigor, innovation, and accountability. Please check out our school's website <http://sherwood.eb schools.org/> and teacher web pages that feature blogs and interactive discussions with students.

Language Arts—At Sherwood Middle Academic Magnet School the language arts curriculum is designed to enable all students to communicate effectively and write competently. Every student is provided the opportunity to read, comprehend, and respond to a variety of literary genres, read for information and pleasure, and apply research strategies to real world applications.

Math—Math classes at Sherwood Middle Academic Magnet School focus on higher order thinking skills as outlined in our school improvement plan. Our math department emphasizes use of manipulatives and technology to further the students' understanding of mathematical concepts. Because of the success of our math program, many of our 8th grade students leave Sherwood with two high school credits in Algebra I and Geometry. One of our math teachers is actively collecting research for Understanding Math, an innovative program sponsored by Louisiana State University's math department. It is possible for students to leave Sherwood Middle Magnet with two Carnegie Units in mathematics.

Science—The science curriculum at Sherwood Middle Academic Magnet School incorporates traditional teaching techniques along with extensive laboratory demonstrations. Teachers utilize the school's outdoor garden and other local resources to encourage scientific investigation and hands-on activities. Our unique science electives—marine science, robotics, forensic science—enhance our science program. It is possible for students to earn one Carnegie Unit in Physical Science.

Social Studies—The social studies program at Sherwood Middle Academic Magnet School integrates several disciplines in its advanced curriculum: economics, history, geography, anthropology, archaeology, law, philosophy, political science, and sociology. Because our students lacked a basic knowledge of geography and map skills, we created and implemented a cultural geography elective this year to address this need. Our unique three year pre-law elective gives students an opportunity to gain in-depth knowledge of the American legal system and the legislative process.

Foreign Language—The foreign language curriculum at Sherwood Middle Academic Magnet School is unique because all students are required to take the same foreign language for three years. All students must take either French or Spanish in 6th, 7th, and 8th grades. Students do not learn just from a textbook; they immerse themselves in the culture. They do this through songs, skits, celebrations, dialogues, and visits to French restaurants. The more advanced students take French I, French II, Spanish I, and Spanish II for high school credit. It is possible for a student to leave Sherwood Middle Academic Magnet with two foreign language Carnegie Units in French or Spanish.

Health and Physical Education—The health and physical education curriculum at Sherwood Middle Academic Magnet School supports the physical, emotional, and nutritional health of all students. To help our

students develop resistance skills, anti-drug and violence training is provided through our physical education department.

Music—Courses offered at Sherwood Middle Academic Magnet School include, band, strings, and choir. Depending on the student’s ability, we offer varying instructional levels—beginning, intermediate, and advanced. Sherwood’s music students consistently achieve superior ratings and placement in all-district and all-state honor bands, choirs, and strings.

2a. (Elementary Schools) Reading:

This question is for elementary schools only

2b. (Secondary Schools) English:

The English curriculum at Sherwood Middle Academic Magnet School aligns our teaching with Louisiana standards, benchmarks, and grade level expectations (GLEs), which are statements of what all students should know or be able to do by the end of each grade. It is both rigorous and challenging. The data from benchmark assessment testing is used to plan and adjust lessons and helps guide our district’s implementation of the state’s curriculum. Teachers review and analyze this data at team “eat and meet” sessions which are held every other day.

Our teachers implement writing and emphasize literacy skills at all grade levels and across the curriculum. Students engage in a variety of writing activities and instructional strategies designed to develop the analytical and communications skills that they will use both now and in the future. These include writing in their journals, conducting literature and life based research projects, original skits, songs, poems, and the various types of fiction. Writing is encouraged across the curriculum as demonstrated by science lab reports and constructed responses in all subject areas.

A site based literacy coach works with teachers to present and to incorporate literacy strategies across the curriculum. Professional development activities, supplemented with modeling, co-teaching, and coaching have resulted in an infusion of literacy awareness and inclusion in the curriculum.

Some of our students require additional help because of their standardized test scores and low GPAs. Selected Sherwood teachers provide tutoring before school and some volunteer during lunch. One of the school’s guidance counselors works exclusively with struggling sixth graders, providing study skills support groups, monitoring their progress, and providing ongoing parental contact to help them adjust to new expectations. READ 180 is an intervention program used with our lowest performing ELA students to increase their comprehension and writing skills.

3. Additional Curriculum Area:

Sherwood is the only middle school in our district which offers five unique science electives—Forensics I and II, Robotics I and II, and Marine Science.

In Forensics I and II, students work individually and in teams to investigate, record, and analyze crime scenes and typical forensic scenarios. Students learn through hands-on applications of fingerprinting, forensic

odontology (where they actually make their own teeth prints), hair and fiber evidence, using microscopes, lip print evidence, serology or blood evidence, facial reconstruction, studying DNA matching using electrophoresis (analysis of suspended particles).

While forensics represents the analytical and interpretive side of science, Robotics I and II emphasize programming and design. Utilizing the Lego Robot Mindstorm software program, students create a unique, complex, and programmatically advanced robot. This advanced curriculum enables students to construct and program robots that perform tasks such as moving, turning, lifting, and responding to light, touch, and sound sensors.

The combined curriculums serve as a valuable recruiting tool which motivates students to further delve into the basic sciences. These electives help students make a connection between things that happen in school and the real world.

Another unique facet of Sherwood's science program is Marine Science. This semester course teaches students about water and our planet from several different perspectives. Students explore the physical, life, and earth science aspects of water in relation to the world around us. Some of the topics studied include freshwater resources, ocean motion, oceanography, and ocean ecosystems. In addition to daily hands-on activities, students participate in the Ocean Commotion which takes place at LSU each fall.

Students in Peer Helpers, a nationally recognized leadership elective, raised over \$1800 for Living Water International, a non-profit organization that builds fresh water wells in areas around the world that lack clean, uncontaminated water for drinking and irrigation.

4. Instructional Methods:

At Sherwood Middle Academic Magnet, teachers focus not only on what students learn, but also on how they learn. Our teachers recognize that differentiated instruction is vital to the success of our students. Therefore, differentiated instruction has been the focus of in-depth professional development presented by district personnel as well as Sherwood Middle Academic Magnet teachers. A variety of instructional strategies help translate knowledge into relevant classroom experiences. Teachers create lessons that are student-centered and geared to the talents, learning styles, ability and interest levels of all students.

Ninety-minute classes give teachers the flexibility to modify their lessons to better engage students. There are many instructional methods that teachers implement to enhance their instruction: small group activities and projects, pair-share learning, manipulatives, hands-on activities, student performances, individual and small group research projects, and student-led debate and discussions. Adjusted pacing, re-teaching, and peer assistance are modification options. Individual student and group activities are enhanced by access to classroom sets of wireless laptops, three computer labs, and a video conferencing studio. Teachers conduct five-minute walk through observations which provide opportunities to observe the implementation of a variety of teaching strategies. This peer feedback and reinforcement allows for dialogue in content, grade level, and faculty groups. Teachers discuss various strategies observed, comparing strengths and weaknesses. This enables them to implement successful strategies, thereby making classroom more meaningful. Meeting minutes are documented and given to the principal.

5. Professional Development:

Sherwood has incorporated its mission statement, "All students can achieve and succeed," in its job-embedded professional development, focusing on student achievement goals. Our school improvement plan

provides the direction for all job-embedded staff development. Teachers embrace professional development as an opportunity to exchange ideas, enhance their knowledge and create high levels of learning for all students. Through collaboration our teachers successfully make data driven decisions which directly effect student learning.

Sherwood Middle Academic Magnet School has creatively implemented job-embedded staff development in a variety of ways: grade level meetings (meet weekly during teacher planning time), content area meetings (“Eat and Meet” groups meeting bi-weekly during lunch), study groups (faculty book study, Positive Behavior Support Team, instructional management), and whole faculty (meeting weekly and monthly). Our teachers average 50 hours of job embedded professional development annually.

Another important aspect of our professional development is the utilization of data obtained from the “Five Minute Walk-Through” observations required of all administrators and teachers at our school. These mini observations allow our teachers to maintain contact and provide a basis for reflection and sharing effective practices.

Other valuable contributions to the professional development program at Sherwood Middle Academic Magnet come from Louisiana State University, Southern University, Southeastern Louisiana University, the East Baton Rouge Parish School System, the Louisiana Department of Education, and our faculty, representing a broad range of experience and expertise.

6. School Leadership:

Sherwood Middle Academic Magnet is fortunate to be led by Phyllis Crawford, a dynamic principal whose entire career is a testament to “thinking outside of the box.” Ms. Crawford is well-respected by the educational community and is frequently asked to serve on both state and local committees created to improve education. As an elected member of the instructional services committee of the East Baton Rouge Parish School System, Ms. Crawford provides valuable input on decisions that impact policies, programs, and resources that focus on improving student achievement in the largest school district in the state.

Phyllis Crawford likes to say that “our school grows leaders.” Even though there are three administrators in the building, everyone is considered a leader. It is through Ms. Crawford’s leadership that Sherwood Middle Academic Magnet acquires available resources needed to educate our students. Her creative staffing ability allows our school to provide additional guidance services and to offer unique electives and foreign language courses in excess of the minimum required by the district.

All stakeholders have accepted and embraced their roles in the success of our middle school. Through an intensive, competitive interview process, the administrative team at Sherwood Middle Academic Magnet was able to select its outstanding faculty members from a large application pool of highly qualified teachers. The teachers that were hired were committed to making this school the four star school it is today. Interview teams consisting of administrators, core teachers, and guidance counselors make the decision on new hires. Our teachers never lose sight of our school’s mission to ensure that all children will achieve and succeed. Dedication and hard work permeate the halls of our school.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: integrated Louisiana Educational Assessment Program (iLEAP)
 Edition/Publication Year: Published Yearly Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic, Mastery, and Advanced	93	91	90		
Advanced	14	15	9		
Number of students tested	274	176	196		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	2	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	90	89	89		
Advanced	6	11	6		
Number of students tested	148	81	11		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	88	88	82		
Advanced	7	7	0		
Number of students tested	148	92	106		
3. (specify subgroup): White					
Basic, Mastery, and Advanced	99	97	100		
Advanced	27	30	21		
Number of students tested	90	61	76		
4. (specify subgroup): Asian/Pacific Islander					
Basic, Mastery, and Advanced	96	100	0		
Advanced	14	17	0		
Number of students tested	28	18	0		

Notes:

In 2003-04 and 2004-05 the state used the Iowa Test of Basic Skills, a norm referenced test.

Subject: Reading

Grade: 6 Test: integrated Louisiana Educational Assessment Program (iLEAP)

Edition/Publication Year: Published Yearly

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic, Mastery, and Advanced	92	97	96		
Advanced	3	9	5		
Number of students tested	274	176	196		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	4	2	4		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	92	93	93		
Advanced	3	2	4		
Number of students tested	148	81	111		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	92	93	91		
Advanced	1	5	1		
Number of students tested	148	92	106		
3. (specify subgroup): White					
Basic, Mastery, and Advanced	94	100	100		
Advanced	6	16	9		
Number of students tested	90	61	76		
4. (specify subgroup): Asian/Pacific Islander					
Basic, Mastery, and Advanced	89	100	0		
Advanced	7	0	0		
Number of students tested	28	18	0		

Notes:

During 2003-04 and 2004-05 the state used the Iowa Test of Basic Skills, a norm referenced test.

Subject: Mathematics

Grade: 7 Test: integrated Louisiana Educational Assessment Program (iLEAP)

Edition/Publication Year: Published Yearly

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic, Mastery, and Advanced	94	95	85		
Advanced	10	9	6		
Number of students tested	208	182	142		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	2		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	92	92	83		
Advanced	4	7	2		
Number of students tested	102	89	83		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	91	90	78		
Advanced	3	2	3		
Number of students tested	112	98	76		
3. (specify subgroup): White					
Basic, Mastery, and Advanced	99	100	94		
Mastery + Advanced	25	16	9		
Number of students tested	71	69	54		
4. (specify subgroup): Asian/Pacific Islander					
Basic, Mastery, and Advanced	95	0	0		
Advanced	0	0	0		
Number of students tested	19	0	0		

Notes:

In 2003-04 and 2004-05 the state used the Iowa Test of Basic Skills, a norm referenced test.

Subject: Reading

Grade: 7 Test: integrated Louisiana Educational Assessment Program (iLEAP)

Edition/Publication Year: Published Yearly

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Basic, Mastery, and Advanced	95	96	95		
Advanced	11	8	8		
Number of students tested	208	182	142		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	2		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	91	96	95		
Advanced	5	6	4		
Number of students tested	102	89	83		
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	93	95	94		
Advanced	9	2	6		
Number of students tested	112	98	77		
3. (specify subgroup): White					
Basic, Mastery, and Advanced	97	97	96		
Advanced	17	14	11		
Number of students tested	71	69	54		
4. (specify subgroup): Asian/Pacific Islander					
Basic, Mastery, and Advanced	95	0	0		
Advanced	5	0	0		
Number of students tested	19	0	0		

Notes:

In 2003-04 and 2004-05 the state used the Iowa Test of Basic Skills, a norm referenced test.

Subject: Mathematics

Grade: 8 Test: Louisiana Educational Assessment Program (LEAP)

Edition/Publication Year: Published Yearly

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, and Advanced	93	87	90	41	42
Advanced	9	12	5	0	0
Number of students tested	214	118	147	277	248
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	2	3	4
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	87	85	84	32	0
Advanced	3	10	2	0	0
Number of students tested	95	63	89	196	0
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	88	81	85	27	33
Advanced	1	9	1	0	0
Number of students tested	111	64	80	209	169
3. (specify subgroup): White					
Basic, Mastery, and Advanced	99	93	98	46	63
Advanced	18	16	9	0	0
Number of students tested	83	44	54	59	72
4. (specify subgroup): Asian/Pacific Islanders					
Basic, Mastery, and Advanced	92	0	0	0	0
Advanced	15	0	0	0	0
Number of students tested	13	0	0	0	0

Notes:

In 2003-04 the state did not report free and reduced-price meals as a subgroup.

Subject: Reading

Grade: Test: Louisiana Educational Assessment Program
8 (LEAP)

Edition/Publication Year: Published
Yearly

Publisher: Data Recognition Corporation

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Basic, Mastery, and Advanced	95	97	96	44	42
Advanced	2	2	8	0	0
Number of students tested	214	118	147	277	248
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	2	3	4
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Basic, Mastery, and Advanced	93	97	94	41	0
Advanced	2	0	3	0	0
Number of students tested	95	63	89	196	0
2. Racial/Ethnic Group (specify subgroup): Black					
Basic, Mastery, and Advanced	92	97	94	38	35
Advanced	1	0	1	0	0
Number of students tested	111	64	80	209	169
3. (specify subgroup): White					
Basic, Mastery, and Advanced	98	98	98	61	60
Advanced	5	5	13	0	0
Number of students tested	83	44	54	59	72
4. (specify subgroup): Asian/Pacific Islander					
Basic, Mastery, and Advanced	100	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	13	0	0	0	0

Notes:

In 2003-04 the state did not report reduced-price meals as a subgroup.

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